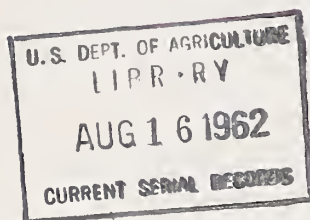


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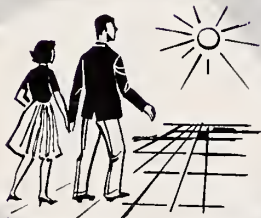
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# EXTENSION SERVICE *Review* JULY 1962



## WHOLESALE EXTENSION WORK





**Official monthly publication of  
Cooperative Extension Service:  
U.S. Department of Agriculture  
and State Land-Grant Colleges  
and Universities cooperating.**

**The Extension Service Review** is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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### EAR TO THE GROUND

There's more than one way to skin a cat, more than one way to spread Extension's word, more than one way to serve the people.

"Our task as an educational agency is to serve the people through the various forms of individual and group life of which they are a part. As individuals we must serve them in their homes and on their farms and in their offices and businesses. As groups we must serve them in their organizations and in their institutional life.

"In view of the rapid changes taking place in the rural community today, it is of utmost importance to develop new and more effective educational methods in working with people. One of the most promising of these is to reach people through the structure of the organizations to which they belong."

This is how one of our FES staff members, Phil Aylesworth, looks at Extension's work with organizations and businesses.

FES Assistant Administrator Ed Aiton calls these folks, "knowledge wholesalers . . . We multiply our personal influence through other leaders, through mass educational techniques. In short, through whole-

sale methods we greatly expand our audience."

Arkansas' Director of Extension C. A. Vines says, "As Extension developed, so have related clubs and organizations. . . . Today in Arkansas we list 81 of these groups in our annual plan of work. . . . These groups aid Extension in many ways—jointly sponsor activities and programs, provide demonstration sites, serve as advisors, lend public support."

These helpers are innumerable. In this issue we've featured a few examples of groups and tools that help extension workers do their educational job.

Here's an interesting sidelight on Mrs. Homer Greene, president of the National Home Demonstration Council. Author of an article on the Council in our June issue, Mrs. Greene has been named winner of Mississippi's home workshop (utility room) contest.

Mrs. Greene, busy president of this national organization, delivered her article to us in person this spring. After even that short, friendly visit, we're not surprised to learn that she finds time to practice good home economics while serving in her leadership role.—DAW

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# KNOWLEDGE WHOLESALERS

by E. W. AITON, Assistant Administrator—Programs,  
Federal Extension Service

**I**NFORMING 185 million people by all possible methods is our job! How do we accomplish it?

By simple arithmetic, we observe that 14,800 professional workers in 3,100 counties would each need to inform about 13,000 men, women, and children before the last intellect is touched.

But maybe you feel that our extension audience does not include all people of the United States. Suppose you subtract the juveniles too young for 4-H, the sick or indigent, folks deep in metropolitan centers. You still have a big audience.

But remember that those city people also pay taxes to support our work. They need to better understand the agriculture story and what we in Extension are doing.

Any way you look at it, there are far too many to reach by personal

contact. Many of them are too remote to influence by farm and home visits, meetings, telephone calls, or an arranged tour. How to reach the omnipotent, yet elusive, masses of our growing population with an ever-growing body of facts, research, and background information is the crux of today's problem of extension education.

## Use Multiplying Factors

When faced with a problem like this, the engineers call for leverage. Let one man do the work of 10 by giving him a mechanical advantage. The mathematician uses a numerical factor to boost his statistical level. The business man expands his capital and perhaps his credit.

So also with educators—we multiply our personal influence through

other leaders, through mass educational techniques. In short, through wholesale methods we greatly expand our audience.

Our great reservoir of strength is educational capital, or knowledge. It is in almost limitless supply. As educators, we overestimate the amount of information people have on a given subject, and we underestimate their ability to use and understand knowledge available. The time lag of about 10 years between discovery of new research and its widespread adoption convinces us that more education—for all people—is still our nation's greatest need.

## "Lease" Your Program

To become a knowledge wholesaler requires leasing your program to other groups. Give it away if necessary, but go "way out" in extending credit for retail teaching efforts by local leaders, cooperating groups, and other government agencies. Increased turnover of your educational bill of fare and more satisfied customers will be your reward.

The great Boy Scouts of America organization does not operate a single local troop, pack, or den at the retail level. These consumer outlets are owned and operated by civic, religious, or educational groups called Institutional Sponsors.

How effective they are in reaching over 3 million boys and a million volunteer men in scouting! How effective also in multiplying the effectiveness of a relatively small group of professional staff executives.

You are beginning to say we have been doing this in Extension for years—what's new about it? True, we have been and are working with and through other people as extension educators.

For example, on an average day in the U. S., more than 1,500 4-H meetings are being conducted by volunteer leaders without the presence of an extension worker. In home demonstration work about 65,000 study clubs are conducted by adult women who sponsor and receive home economics subject matter. In 1960, over 1¼ million volunteer leaders were actively engaged in forwarding some phase of the extension program. (See *Knowledge Wholesalers*, page 153)



## Working with and through Groups

by C. A. VINES, Director of Extension, Arkansas

**W**HOLESALE information to people through groups is a useful, necessary method for Extension today.

It is necessary today because of the changing social patterns and emphasis on economic development. When Dr. Seaman A. Knapp began his experiences that led to the development of the Cooperative Extension Service, he worked primarily with individuals. True, demonstrations were shown to other farmers in the area, but our first efforts were not with organized groups.

As Extension developed, so have related clubs and organizations. Early corn, tomato, and canning clubs led to 4-H and home demonstration clubs. Commodity groups sprang up and farm organizations came into being. Also, local, State, and Federal agencies, commissions, and services were created to assist rural people.

Today in Arkansas we list 81 of these groups in our annual plan of work. We also work with many others, especially at the county level, which are not listed. Without the assistance of these people, extension work in Arkansas would not have advanced to its place of importance in the State's economy.

### Broader Contacts

In the broad approach to economic development and social improvement, Extension faces a need to work with groups outside the "traditional agricultural organizations." This in no means indicates less interest in agriculture, merely broader efforts to be of greater service to our clientele.

In our highly organized society one of the better ways to disseminate information is through special interest

groups and organizations. These groups aid Extension in many ways—jointly sponsor activities and programs, provide demonstration sites, serve as advisors, lend public support.

As the educational arm of the U. S. Department of Agriculture and an integral part of the Land-Grant System, we in Extension can go only so far in assisting farm people to meet their problems.

Extension often faces situations where decisions must be made politically, regarding the effectiveness and success of farm people. We are aware that many decisions affecting agriculture are made outside agriculture. It is in these areas that we work with farm organizations who help to determine policy and program direction. Our responsibility is to furnish facts to these groups and not to become involved in political or controversial decisions.

### Cooperative Activities

The Rural Community Improvement activity is an example of working with organizations. This is sponsored jointly by the Arkansas Farm Bureau, Arkansas Power and Light Company, Arkansas Press Association, Arkansas Council of Home Demonstration Clubs, Arkansas Rural Health Committee of the Arkansas Medical Society, and Extension.

In addition to making an awards program possible, these organizations serve the RCI groups by providing information on programs. Part of the RCI program is built around health, and the Rural Health Committee works with these groups in improving family and community health and sanitation.

As we work with these groups in this activity, Extension has opportunities to discuss, in broader scope, other programs and in turn learn from them.

A cotton study in Poinsett County revealed that the groups of people who deal in seed, fertilizer, and chemicals were second only to the county agent when the farmer wanted technical information. This points up the necessity of working with these people and keeping them informed of the latest varieties and technological advances developed by our experiment stations.

Often a day spent in discussing new technology with a group of farm supplies dealers will get more results than any other teaching process. The same holds true in working with retailers of electric equipment for rural homes.

The Arkansas Plant Food Educational Society has been helpful in a State soil testing program. Over the past 3 years, 29 counties have participated in an intensified soil improvement program. This has resulted in more than 150 percent increase in the number of soil tests and 20 to 25 percent increase in the use of fertilizers in these counties.

The activity offered local agents an opportunity to work with many county groups. This cooperative effort helped our agents not only in the program but also other activities as groups learned more of Extension's program.

Extension holds workshops for many groups which in turn become leaders or teachers for others. Each year we conduct a workshop for the Agriculture Committee of the Bankers Association. Our specialists con-  
(See *With Groups*, page 159)



# Reaching a Million via Garden Advisors

by HOWARD H. CAMPBELL, Nassau County  
Agricultural Agent, New York

**"D**o you see the ligule? Just below it is the collar. Do you find both of them?"

This was the method Associate County Agents Norman Smith and Harry Fries used when they and other members of the Nassau County staff met with nearly 300 garden center employees and landscape maintenance personnel at an all-day training school last February. Their purpose was to teach, in one 90-minute session, how to identify six kinds of grass.

To do this, all materials had to be well organized. Teaching aids included mimeographed line drawings showing the distinguishing characteristics of each grass (which had been greenhouse forced for the school) and flashlights and magnifying glasses for easy observation. Clear plastic egg cartons served as miniature greenhouses to hold the grass for study.

## Table-Top Test

Seated in groups of six around tables the students watched Mr. Fries draw grass parts on a blackboard. Other agents passed among the tables and assisted individuals in locating the six distinguishing characteristics needed for identification.

At the start of this hour and a half period, the group was tested to determine how many could identify the six grasses. After instruction, the same test was repeated. Results were: 5 percent correct before training, 65 percent after.

Grass identification is one of several intensive training programs used by our county staff to teach commercial employees who are in daily contact with the public how to help people with their gardening prob-

lems. Employees of commercial concerns who have accurate resource information furnished by Extension, will pass it along to their customers.

The garden center program is under the direction of William R. Titus, who came to the Nassau County Extension Service after 3 years as assistant manager of a large garden center.

Several other teaching methods have been developed by our office during the past 12 years while the population explosion increased the residents of our county to 1.3 million. Inexperienced homeowners, beset by new problems, were constantly asking for reliable gardening information. The County Extension Service Executive Committee directed us to proceed with a new program to serve more residents.

Agricultural agents make few home visits, except for unusual problems. However, a garden center owner may take an agent to examine a customer's problem. This serves two purposes. It is a means of keeping the agent alert, possibly to a new problem, and it offers the agent an opportunity to train the garden center owner to diagnose future, similar complaints.

Since April 1961, garden center operators and others have purchased 500 sets of two reference notebooks compiled by our office. One book contains Cornell and U. S. Department of Agriculture bulletins. The other

contains mimeographed and printed material, letter size, prepared by agents. New material is mailed to notebook owners from time to time to keep the reference up-to-date. The material in the books is free, although there was a charge for notebook covers.

Eleven hundred "Garden Guides" are mailed each Thursday to garden centers and other commercial concerns dealing with the public. A compilation of the five 1-minute recorded gardening messages on our telephone message service each week is available. These are used to alert the public about current gardening problems.

Most garden centers post these bulletins for weekend customers to inspect. Landscapers use them to up-date control programs for weeds, insects, and diseases.

## Experienced Advisors

Two committees advise agents. The 14-member Turfgrass Committee, which includes manufacturers, distributors, and users of materials needed to grow grass, have the experience necessary to look after 65,000 acres. Their recommendations are much sought after.

Six of the 11-member Garden Center Advisory Committee are former farmers. Familiar with extension methods, they are excellent cooperators.

(See *Reaching a Million*, page 155)



Garden Center employees learned how to identify turfgrass with the help of samples in plastic egg cartons. Pencil-type flashlights and hand lenses were furnished to "students" to aid with the identification.

# Extension at the Professional Level PAYS OFF

by EDNA WEIGEN, Maricopa County Home Agent, Arizona

**"T**RAIN the Trainer" programs have been used time and again in extension work. But few have paid off more handsomely than the program of education in nutrition on the professional level launched in Maricopa County.

As a result of a series of professional nutrition workshops, or seminars, scheduled annually the past 2 years, doctors, dentists, dietitians, nutritionists, and public health agencies now are pulling together to combat community misinformation.

What's more, they are keeping up with the latest developments in dietetics and human nutrition. At the same time, they have gained a better understanding of Cooperative Extension Service and how it operates.

## *Need Revealed*

It all began in March 1959. At that time, June Gibbs, State extension nutritionist, helped plan and conduct a training meeting on family nutrition for home agents, teachers, and nurses.

With surprise, she noted that some professional nutritionists had not kept up with recent developments in the field. They relied on information received in college, as far back as 20 years or more.

"Why not start a program of education for those interested in nutrition from a professional standpoint?" she asked. Since half of Arizona's population is centered in and around Phoenix, within Maricopa County, it seemed logical to start the program there. The home agent, supported by all the county workers, laid the groundwork with key people.

The first step was to form a coun-

tywide nutrition council. It was felt that any program of this type must be "self-help."

The medical, dental, dietetic, nurses, heart, and health associations were asked to delegate an interested person as their council representative. Council members also came from the school lunch program, County Health Department, department of vocational education, institutions of higher learning, private industry, and public utilities.

This council, or committee, met first in December 1960. At that time, they decided the best course of action would be to schedule a series of evening lectures or seminars in March.

Four evening sessions a week apart were planned. All were to be aimed at the professional level. Major costs were to be defrayed by an admission charge.

Phoenix Junior College offered their auditorium and a visual aids technician. Committee members were responsible for notifying their professional group of program details.

## *Workshop Coverage*

The first meeting featured Dr. Ruth Hueneman, nutritional scientist with the School of Public Health, University of California at Berkeley. Her topic was, "Interpreting Nutrition for the Professional."

At the second meeting, a panel of three local physicians, a dentist, and a nutritionist discussed family nutrition, prenatal to old age.

Dr. Frederick Stare, head of the Department of Nutrition at the Harvard School of Public Health, was speaker for the third meeting. His subject was food fads and fallacies.

The final meeting of the series fea-

tured a panel discussion on the use of nutrition information as an educational tool. The panel, made up of local persons, included a dietitian, anthropologist, school lunchroom nutritionist, physical education director, and a physician.

The series met with such favorable response that the committee voted unanimously to schedule a similar series in 1962.

In the second series, Dr. Evelyn Spindler, Federal Extension Service nutritionist, discussed ways and means of improving teenage nutrition. Gertrude Kable, manager of the Home Economics Department for Ralston Purina Co. at St. Louis, discussed the economic aspects of balancing a diet. Dr. Jeremiah Stamler, director of the Chronic Disease Control Division for the Chicago Board of Health, discussed recent approaches to the prevention of atherosclerosis by nutritional means.

## *Reactions from Participants*

After each series of workshops, evaluation check sheets were given out.

Nearly all indicated that they favor continuation of the series in future years. Commented a public health nurse, "I found that the meetings have helped me greatly in my understanding of proper nutrition and its effect on the well-being of everyone."

A home economics teacher wrote, "They (the meetings) were well worth my time."

As a direct result of the workshop series in Maricopa County, a similar series was launched successfully in Pima County, Ariz., this spring.

Also as a direct result, the county medical and dental associations have put on nutrition workshops within their own groups.

Homemaking teachers have been most appreciative for the opportunity to catch up on recent nutritional developments. Several report that they are using the information in their classroom teaching.

Last but not least, extension personnel from Maricopa and neighboring counties are passing on their new-found knowledge at every opportunity. A series of classes for lay people is being planned. ■





Members of the Speakers Bureau (left to right) Joel Hodges, Jack Kassahn, 4-H'er Caroline Brumley, Mrs. Dyalithia Benson, Home Agent Argen Draper, and Mrs. H. E. Miller, train leaders from other organizations to tell the money management story.

## ***Focusing on the Financial Facts of Life***

by MRS. ARGEN DRAPER, Deaf Smith County Home Demonstration Agent, Texas

**M**ORE than 5,600 people have heard the "Money Management" story planned by Deaf Smith County folks to stir up awareness of financial facts of life.

Local needs spurred the Family Economics Subcommittee to plan a financial program that would reach all economic levels in the area. They did not feel limited by county lines.

National surveys showed indifference toward making wills, buying cemetery lots, and generally sound business practices. A county survey showed that this applied locally, too.

Local families were also found to need help in: managing time, energy, and finances; keeping accurate bank records; and joint husband-wife study of credit and investments.

The Family Economic Committee was organized in October 1958 as part of the Extension county program building.

### ***Symposium Developed***

Preparation for spreading the thrift story began with a symposium-workshop with the Toastmasters Club. Each organized club in the area was invited to send one member

to take this instruction. Training was given on: General Money Management, Managing Your Bank Account, and Wise Use of Credit.

"Family Relations" and "Family Finance" were substituted for "General Money Management" in the second symposium. Added to the program were "Thrift" and "Managing Your Charge Accounts." A Speakers Bureau evolved from the group taking the training.

The second symposium was recorded and televised on an area station. The committee's activities were covered in both local and area newspapers and on a local radio station.

Following the radio broadcast of a speech by Mrs. Dyalithia Benson, committee chairman, requests came from throughout the area for information on money management. Mrs. Benson was asked to talk on "Family Finance" at the annual convention of the Texas Home Demonstration Association.

The stories of Good Money Management or Family Economics have been told in this area by a number of methods. Letters were sent to the presidents of 100 organized groups offering the 5 topics by the Speakers

Bureau. Study and civic clubs, Sunday School Classes, church groups, and PTA's have requested the programs.

The work of the Family Economic Committee has become widely known over much of the State. Committee members were invited to talk to over 100 groups after the letters explaining the program had been mailed to organized groups.

To make speeches more readily available, tape recordings have been made by members of the Speakers Bureau on the various subjects assigned to them. Printed copies of these speeches are available for use by leaders trained in money management.

In addition, a speech by Terrell Hodges, senior student at West Texas State College, on "Charge Accounts" has been added to the tape library. He had used materials from the bureau in preparing a term paper which served as the basis of his speech.

A film produced by the American Bankers Association, "Personal Money Management," was purchased by the Hereford State Bank and placed at the disposal of the Family Economic Committee. It was shown to more than 1,000 persons at the annual meeting of the Hereford Texas Federal Credit Union. More copies of the film have been purchased for use in other areas.

### ***School Participation***

Three high school homemaking classes heard the money management story presented by four committee members. The same series of programs was requested a second year. These programs aroused the school superintendent's interest, and he endorsed the committee's plans for offering the money management subjects in school. Arrangements are made with classroom teachers.

Fourth, fifth, and sixth-grade teachers were given information on the nationwide thrift essay contest. As a result, 223 themes on thrift were entered from local school children. Larry Paetzold of Hereford placed first in Texas and third in the national contest with his essay.

(See *Financial Facts*, page 159)

# Power—Extension Team Makes Dreams Come True

by CAROLYN C. DRIVER, Rockingham County  
Home Demonstration Agent, Virginia



Rockingham County, Va., home economists teamed up on a countywide kitchen planning workshop. Checking slides and photographs to use in their presentation are (left to right): Carolyn Driver, extension home demonstration agent; Mrs. Nancy Trout, home economist with the Shenandoah Valley Electric Cooperative; and Patricia Botkin, home economist with the Virginia Electric and Power Company.

**D**REAM kitchens were made realities for homemakers in Rockingham County, Va., through the 1961 "Home Electromation" program.

This statewide educational program is sponsored by the Virginia Farm and Home Electrification Council. Power suppliers, extension home economists, and agricultural representatives are spearheading the program at county levels.

Home Electromation is a 3-year program with special emphasis in 1961 on Planning Kitchen Work Areas and Selection, Care, and Use of Major Kitchen Appliances. In 1962 it is expanded to include Laundry Work Areas and Selection, Care, and Use of Laundry Equipment; in 1963 Home Environmental Control will be added.

To more closely tap the pulse of the area in planning a program that would interest and serve Rockingham County people, representatives from allied trades were asked to

serve on the planning committee. Building contractors and suppliers; custom and commercial cabinet makers; appliance dealers; dealers in floor, counter, and wall coverings; homemakers; plumbers; health department personnel; vocational home economics and agricultural teachers were included.

The home agent, presiding at the first meeting, presented objectives of the "Electromation" program as:

To give families information on planning kitchen work areas; the selection, use, and care of household equipment; and use of work simplification principles.

To provide builders, contractors, and architects information on maximum and minimum work areas.

To provide equipment dealers information on homemakers needs, and to promote home safety.

A brainstorming session followed on: "What can we do to help homemakers in our area have better

kitchens?" At that time the group explored ways to develop a promotion program in the county.

At their second meeting, the committee planned a county program. A series of newspaper articles were designed to stimulate public interest. A public workshop, planned during the State emphasis period, afforded good contacts with many people and made information available to many who wanted assistance.

The local newspaper featured kitchen planning articles covering two pages on four consecutive Wednesdays. Pictures of area kitchens and families added local color and interest. Articles were intentionally inclusive in order to reach people who would read the newspaper, but not attend a meeting or call for personal assistance.

## Workshop Highlights

The countywide workshop offered a full hour and a half agenda. Patricia Botkin, Virginia Electric and Power Company; Mrs. Nancy Trout, Shenandoah Valley Electric Cooperative, Incorporated; and Carolyn Driver, Extension Service; conducted the workshop.

Program highlights included: slide and script presentation on principles of kitchen planning; and counter, floor, and wall coverings. Most of the pictures had been taken by the home economists. These are also used for personal conferences.

Pamphlets and other kitchen planning aids were given those attending. During the social hour which followed, home economists answered questions on individual problems in kitchen planning.

The "Electromation" program (See *Dreams Come True*, next page)





## EXPANDING HOME CALLS

by WINIFRED J. STEINER, Santa Clara County Home Advisor, California

**G**ROUP home visits are replacing individual home calls in Santa Clara County.

Our county population has increased 7 times since 1944 and people are moving in at the rate of 1,000 a month. In a county becoming urban as rapidly as ours, it would be physically impossible to make hundreds of home visits and still carry on other phases of the program. So the idea of a group home visit developed.

The group home visit evolved from area meetings on home furnishings. We attracted tremendous crowds and consequently had many requests for

home visits. The home furnishing meetings were widely publicized to attract newcomers.

When a homemaker requests a home call, we ask her to invite 5 to 10 others to share the visit, preferably people new to Extension. This puts the home call on a teaching basis rather than a consultation.

It also enables the home advisor to widen her contacts and reach people who might never come to meetings, especially young mothers with children. Many of them ask to be put on the mailing list and to be notified of the next series.

Homemakers requesting a group home call are asked to fill out a "Home Visit Request" form. On this they indicate color of walls, draperies, and rug; present furnishings; and the nature of the home furnishing problem. This information helps the home advisor to pack a kit of suitable teaching aids, especially fabrics of textures and colors which will be related to the furnishings.

Appointments are made several weeks in advance to allow the homemaker to contact her friends.

At a group home visit the homemaker is asked to explain her problem. It is more effective if she tells the group what changes she wishes to make. The home advisor jots down the problems as mentioned, then summarizes and suggests a method of approach.

### *Practical Applications*

Suppose, for example, the homemaker needs new draperies, has a problem window, and lacks a coordinated color plan. We might discuss color principles first, then window treatments, finally choice of fabric and color for draperies.

The color wheel and other teaching aids are helpful in teaching or reteaching this phase of the course. Group discussion is encouraged and the group is asked to apply principles we have discussed.

The most frequent problems are choice of color and furniture arrangement. Often homemakers don't realize they have a problem with the way their furniture is arranged. Fortunately, with many willing hands in these groups it doesn't take long to rearrange furniture.

Several times women have decided, after the furniture was regrouped, that they didn't need new furniture after all. More effective use of what they already had was the solution.

A frequent comment by those who attend is, "Now I am going home to apply some of the new ideas I learned about today!"

### *Successful Device*

In my opinion, the group home visit is an effective followup teaching device to a larger lecture-demonstration type meeting. It provides an opportunity for repetitive teaching to those who need greater help. It also helps the home advisor keep up-to-date on local housing and current home furnishing problems. This results in more realistic teaching.

Group home visits have been successful in home furnishings and may prove equally effective in such subject matter areas as home management, kitchen planning, improved storage, and the like. ■

## DREAMS COME TRUE

(From page 144)

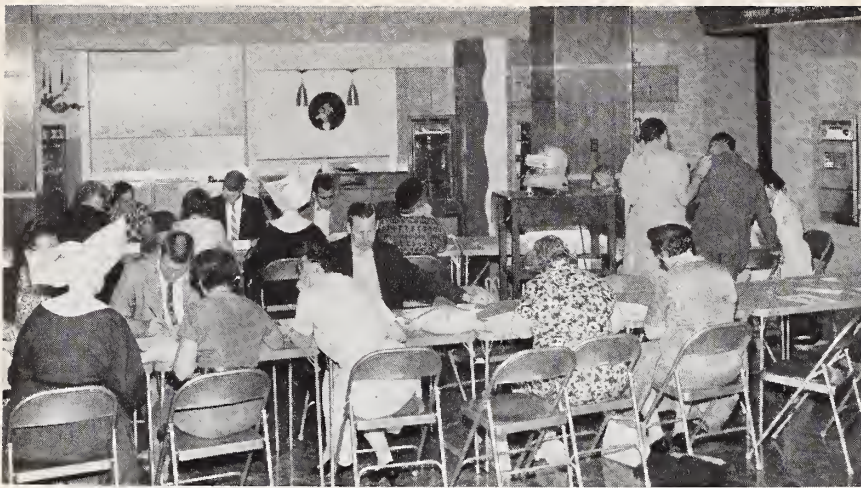
helped county people with kitchens and established better cooperation among allied trades who were acquainted with the willingness of power suppliers and extension to work with them and their customers.

Over 3,000 bulletins on kitchen planning were distributed. Newspaper articles, with a daily circulation to over 70,000 families, gave information to many people that would not have been reached otherwise. Over 100 people attended the workshop and home economists have worked individually with many different families on kitchen planning.

We feel that elements for a successful workshop are: advanced planning; good publicity; a definite time schedule; cooperation between extension, power suppliers, and allied trades; and enthusiasm.

Industry and Extension can work together effectively in conducting a cooperative educational program. It can be a rich and rewarding experience for professional workers, opening new and better avenues for extension programs. ■





Students participating in a food service workshop are working out problems in food cost control. Food demonstrations, put on by research laboratories of nationally known companies, are also interspersed with lectures.

# FOOD SERVICE INDUSTRY in the market for Extension training

by JOHN M. WELCH, Extension Economist-Marketing,  
Food Service Industry Program, Missouri

ONE-FIFTH to one-quarter of the food eaten by American consumers reaches them through quantity food service establishments. More than 70 million meals each day account for \$18 to \$20 billion of the estimated \$65 billion Americans spend annually for food.

These establishments use countless tons of farm-produced fibers in uniforms, tablecloths, nappery, and side-towels. Hotels, motels, hospitals, and other institutions—part of the quantity food service market—use additional tons of fibers for sheets, pillowcases, spreads, carpeting, drapery materials, upholstery, and other uses.

This industry, therefore, has a considerable impact on the market for the products of the American farm—an impact which until the last few years has been largely overlooked.

Commercial food service, serving a “free” clientele which may eat or

sleep where the individual chooses, is the Nation’s fourth largest industry in dollar volume of sales. And it is the largest employer of labor. One person out of every six in retail trades is connected in some way with the quantity food service business. This segment of the quantity food service market accounts for about 70 percent of the total establishments which make it up.

The remaining 30 percent is composed of establishments serving a “captive” market, in which the individuals served have no choice but to accept what is offered. This includes hospitals, school lunch programs, armed services, correctional, and similar institutions.

One reason the quantity food service industry has been neglected in the marketing sense is that few people have recognized its remarkable rate of growth. At the turn of the century, approximately one meal in

20 was eaten away from home. Today, as the result of industrialization, urbanization, high mobility of population, and the increasing employment of women in industry, one meal in every 4 to 5 is eaten in a quantity food service establishment.

Other sociological factors affect this growth. The increase in standard of living, which has made it difficult for the average family to afford domestic help, also has increased the American woman’s desire for freedom from menu planning, marketing, food preparation, service, and cleaning up. In the “captive” market, the growth of the school lunch program and the increasing population of institutions of all types, as well as the size of our armed forces, have been additional factors.

Because factors show signs of accelerating, the trend toward more meals served outside the home will probably continue.

## *Education Needed*

This great market, which has increased 500 percent since 1930, needs the help of Extension. Particularly that part of the market represented by the commercial, or “free” category needs assistance. At present this category is composed largely of small, independently owned and operated units.

Many of these individuals are not educated, trained, nor experienced to be executives in this highly competitive field. The result is one of the highest rates of failure among enterprises.

Most present operators entered the business as employees. They develop technical skills, save money, and go into business for themselves. Few of them know or learn the elementary principles of management significant to success.

The resultant rate of failure represents a provable and significant economic waste, to say nothing of the social and humanitarian impact on the individuals and communities involved.

Two years ago, the Missouri Extension Service employed an extension economist to specialize in this market. The specialist’s salary was (*See Food Service, page 157*)



# Training Sessions Launched For Super Market Managers

by EARL H. BROWN, Food Marketing Specialist, Michigan

**T**ODAY's food stores are super markets in the true sense of the words. And managers of these giant emporiums must be multi-dimensional if they are to succeed.

Pork chops, canned peaches, and avocados are sometimes the least of their worries, as they work to protect their companies' assets and to get a fair return on their investment. Competition is severe and there is no sign of a letup.

Managers must also be responsible to their customers, employees, communities, families, and themselves. How to do this and do it well can be quite a problem. By being a better oriented, better integrated, well-rounded individual, the manager should do a better overall job of managing. And he should be capable of meeting greater challenges in the vast area of business management.

## Non-Typical Approach

As part of its extension programs in food wholesaling and retailing, Michigan State University launched two Personal Success Programs for Super Market Managers in 1962. Initiated in Detroit and Grand Rapids, the programs marked a departure from the "typical" extension approach.

First, the audience was relatively new to the Cooperative Extension Service.

Second, the programs were designed primarily as self-improvement programs, aimed at helping the super market manager develop himself as an individual, broaden his perspective, and improve his understanding of concepts.

Third, the programs were relatively substantial and whole. They covered, in a fair amount of depth, over a 5-day period: the role of the

super market manager, communications, super market management, the economics of super marketing, and the super market manager as a leader.

Finally, each participant was charged a registration fee to cover all out-of-pocket costs.

Michigan State University has conducted extension programs for food wholesalers and retailers since 1948. Beginning efforts concentrated on meats and produce in an effort to improve quality and increase shelf life. Clinics and short courses were held in every major city in Michigan.



Small group workshops were an integral part of the Personal Success Program for Super Market Managers. Author Earl Brown (standing), originator of the program, explains a case study to one such group.

In 1958, the program was reoriented toward operational problems, using the case study and demonstration store approaches to reduce operating costs and increase efficiency of individual firms. Recommendations were based primarily on USDA and university research, although modified to meet specific situations.

In 1961, university personnel connected with the program met with industry leaders to evaluate past programs and outline the appropriate role a university should play in the

food industry. The committee agreed that past programs were helpful but did not represent the most important contribution a university could make.

It was felt that a university should concentrate on problems of an industry nature that individual firms were either unwilling or unable to undertake. It was pointed out that most of the retailers and wholesalers accounting for the bulk of the market had sufficiently trained personnel that they could study, interpret, and apply most research reports published by USDA, universities, and trade associations.

As a result of the committee's deliberation, it was decided that research and extension programs should be integrated with the following general objectives:

To acquire an understanding of the food distribution industry and assess the most important problems it will face in the future.

To help create an environment that is conducive to stimulating

progress and efficiency in food distribution.

To impart research findings that will be beneficial to the industry and society.

To conduct educational programs designed to help individuals improve themselves.

Research programs are of three types:

Basic or Fundamental Research—aimed primarily at developing new (See *Market Managers*, page 153)

# *Multiple-County Workshops Stretch Agents' Time*

by HARLAN STOEHR, Assistant Extension Information Specialist, Minnesota

**"I** FEEL very fortunate to have had a part in this eye opener. . . . Sessions are very valuable and hope farm families have the opportunity to participate in more workshops. . . . These sessions . . . have started me thinking and planning."

Those are comments of southwestern Minnesota husbands and wives who took part last winter in a series of Extension sponsored Farm and Home Development Workshops. These workshops are a double-barreled approach to agent training and educational assistance to farm families facing today's complex management problems.

Some 271 farm families participated in 6 area workshops involving 31 counties. Extension agents in co-operating counties joined farm and home management specialists from the State extension staff to make up the teaching faculty.

## *Workshop Prelims*

Nearly 4 years of planning and testing by State and county extension staffs had gone into the workshops. During the late 1950's a rising demand from farmers for intensive educational assistance with management problems took more and more time from agents and specialists. The idea of holding farm management workshops on a regional basis to more effectively use time and methods was approved.

Extension Economists Hal Routhe, Kenneth Thomas, and Paul Hasbargen developed a curriculum for regional workshops in which four or five counties would join. During the winter of 1960-61 economists and co-operating county agents held pilot workshops in southwestern and northwestern Minnesota.

County agents and selected farm families also participated to observe and evaluate the pilot approach.

## *Useful Gimmicks*

Evaluation showed a strong point of the workshops was use of an example farm—an actual but unidentified Minnesota farm. This served to illustrate management concepts, demonstrate planning procedures, and show the effects of various changes.

Another strong point had a built-in weakness. The instructors made extensive use of material, published by extension economists and production specialists, to illustrate management principles.

"But it seemed we were stopping every few minutes to issue hand-outs," Routhe recalls. That prompted a decision to assemble discussion materials for the 1961-62 workshops in advance, issue material at the beginning of each session, furnish a looseleaf binder, and charge a registration fee to cover cost of the publications.

Although farming is primarily a family business, the pilot workshops at first offered little for farm wives.

Mrs. Edna Jordahl, extension home management specialist, was asked to develop and present material that could help homemakers analyze their situation and make plans for the future.

At 1961 district agent conferences, agents and specialists discussed key characteristics of farm families expected to attend, reviewed proposed course outlines, and established educational objectives for the workshop.

When plans for six area workshops were announced, communities and farm families quickly responded. For

example, in Marshall, the public school system revised its room schedule to provide meeting space. The Appleton Chamber of Commerce offered coffee and doughnuts to workshop participants. A single newspaper notice and a few personal contacts by agents brought in enrollment requests for more than 40 to 50 couples per workshop.

Participants ranged in age from 19 to 58. They farmed 80 to 882 acres. Some were farm owners; most rented some or all of their land. But all had major management control of their farm business.

Average gross income was \$18,578; the range from \$5,000 to \$80,000. About half grossed less than \$15,000.

## *Dual Approach*

By mutual agreement between supervisors, specialists, and agents involved, the 1961-62 workshops were given a double-barreled approach.

First, they presented agent training in management concepts, principles, and planning techniques. Then they would instruct commercial farm families in analyzing their own farm and home situation and planning profitable adjustments for the future. That included off-farm income and the possibility of leaving farming.

First of the semi-weekly meetings, joint presentations by agents and specialists, covered trends affecting management of the farm business and family living. Mrs. Jordahl emphasized and illustrated the importance of pinpointing family goals. Routhe discussed problems of the example farm which would be used in the workshop sessions.

And there was homework. Each couple was assigned to make a farm and home inventory and to develop



and assign priority goals for the family.

The second workshop covered the management process. Routhe and Mrs. Jordahl discussed the principles of management, related the process to simple tasks—shaving and making coffee—and showed how the principles related to more difficult jobs. Discussion also centered on an analysis of the farm business and family spending.

Homework was for each family to figure the labor load on their farm, set up a family food budget, and apply management and analysis tools in their own farm situation.

Separate sessions for men and women were held at the third workshop. Men delved deeper into alternatives for improving crop and livestock efficiency. Women studied techniques of family budgeting and the philosophy of wise money handling. Homework assignment for families: plan a home budget, analyze management practices for their farm, and discuss the content of separate sessions.

Session four brought husbands and wives together in small groups. Each group, guided by county staff members, was asked to plan a possible crop and livestock enterprise for the example farm. Homework assignment this time was to work out alternative enterprise possibilities.

Time during the final session was devoted to reports from small groups regarding possibilities for the example farm. Discussions centered around putting the plan into action, records to be kept and analyzed, and techniques for developing yearly spending plans.

At graduation exercises extension administrative personnel challenged participants to use the knowledge they'd gained.

### *Values Reflected*

At least 16 such workshops covering 56 Minnesota counties and reaching 900 to 1,000 farm families are planned for 1962-63. Evaluation sheets for the past season's series reflect a high degree of participant satisfaction.

But in the future, the management process, planning procedures, record

analysis, and management techniques will come in for greater emphasis. Participants indicated a desire and need for greater knowledge of these areas.

There's no doubt in the minds of specialists or agents who conducted last year's series that area-multiple county workshops offer opportunity for greater depth of training and more efficient use of agent and specialist time. Last winter's area workshops required 30 sessions. Similar meetings on a single county basis would have required 150 sessions, a truly impossible task.

Routhe's analysis indicates that with specialists assisting in three of

an area workshop's five sessions, total time spent in preparation, presentation, and attendance would total 6½ hours per county in a 4-county workshop.

Each county agent involved would spend about 40 hours working with a 4-county workshop; he would invest about 90 hours in preparing and conducting a workshop in his county. There's a saving in time for coordinating, planning, and traveling to area workshops, too.

An important effect of the area workshop approach is to leave more time for extension personnel to give followup assistance to families or meet other responsibilities. ■



Extension Economist Hal Routhe discusses cropping alternatives at one of Minnesota's areawide Farm and Home Development workshops. Systematic record keeping and home management principles were presented to the same group by an extension home management specialist.



# 4-H Club Work Serves Special Groups

*Many unusual opportunities for service and education present themselves to Extension. Each effort to serve a special group will extend our reach to more people. The following short stories illustrate the variety of special groups which 4-H club work serves and give an idea of the impact this can have.*

*As one agent who helped us obtain*

*these articles said, "I'm sure that the enclosed article will explain why I am extremely enthused with the results of this endeavor on the part of the project leader and community club leader to whom the entire credit must go. I assure you that continual interest and support will be rendered toward all future 4-H activities carried on with this group."*

## Program Contributes To Rehabilitation

**L**ong Lane School at Middletown is Connecticut's correctional institution for girls committed by the juvenile courts. Our 4-H club there, now 7 years old, was the first of several led by volunteers from outside the school. Girl Scouts, Tri Hi Y, garden club, and acrobatics club are also active.

Clubs are part of a total rehabilitation program which returns a high percentage of young women to the community as good citizens. They operate as much as possible like similar groups "on the outside."

The 4-H club plans its own program. Projects have been as ambitious as shopping for materials and making garments, and as simple as a 1-meeting craft.

Quince trees were discovered on a nature walk, and jam was made at the next meeting. No one had seen quinces before. Making cider with a hand press was another new experience.

The girls make things to sell for their treasury, and contribute money and services to many community projects. Some members attend camp and other 4-H activities.

Like all teenagers, they like fun and food, and are energetic, generous, and idealistic. Unlike the more fortunate, they are low in self-esteem

and lack confidence in meeting the public. Being a club officer or committee member or assisting at a county 4-H event can help a girl feel she is a worthy person.

Two things have been necessary for success with this club—flexibility and adaptability of 4-H program and leadership, and interest and close cooperation of the school staff, headed by Ethel Mecum.—by Mrs. Marion S. Watson, Middlesex County Club Agent, Connecticut.

## Developing Skillful Hands

**E**DUCABLE, mentally handicapped children must develop skillful hands because they will earn their living in manual, repetitious labor. So the Kalamazoo public school curriculum for these children includes an extensive craft program.

During the first year of the special education program, the children had little initiative, no definite goal toward which to work, and little recognition for projects completed. The second year a 4-H club was organized.

An hour each school day was devoted to 4-H projects in wood craft,

electricity, clothing, and knitting. Some children completed projects in two or more areas.

With encouragement and enthusiasm from the leader, the work progressed. The monthly social meetings, where everyone discussed his 4-H work, demonstrations given by other children, the trip to the County Building to see the work of all the children of the area, and the idea that a ribbon might be received—all gave a definite incentive and goal.

When all projects were completed and labeled, they were displayed in the hall at school. Other children, teachers, and the principal complimented the workmanship and skill displayed. The mentally handicapped children began to have a feeling of pride, success, and achievement in areas that other children did not have.

Questions such as, "Did you really make that dress?" or "How did you make a flashlight?" were heard. The smile on the faces of the children as they answered proved that 4-H club work was worth all the effort.

The projects were entered in Achievement Day without special identification. In a life situation these children would not be given special privileges. When the judging was completed, five blue and eight red ribbons were awarded to these children!

All articles with 4-H ribbons attached were displayed in a downtown store window for a week for all the community to see the results of the efforts of these children. And lastly, the winning exhibits were again displayed at school. The entire school was justly proud of the accomplishments of these children.—by Mrs. Eva Kaiser, Project Leader, Kalamazoo, Michigan.

## Opportunity for Personal Growth

**A** DEEP interest in giving children the best opportunities available for personal growth led to the formation of a 4-H club for the children in the Marshall County, W. Va., Child Center.

The Marshall County Child Shelter is a home maintained by the County Court for children from broken homes. Boys and girls are placed there by the Department of Public Assistance. Some are eventually placed in family homes or perhaps taken back to their own homes after conditions have been changed.

Austin Rine, Child Center superintendent, felt that 4-H was what the children needed.

Ten children were in the age group and became members of the first club. Evelyn Shook and Mrs. Sarah Lambie, from a nearby community, became the leaders. The new members carried projects on strawberries, gardening, rabbits, home grounds

as others.—by Halley J. Hubbs, Marshall County 4-H Club Agent, West Virginia.

## Insight

FOR more than 20 years, the Hartford County 4-H program has been an extra-curricular activity at Oak Hill School of the Connecticut Institute for the Blind.

The 20 all-boy membership takes care of a laying flock of 100 birds, provided by the Hartford Lions Club. These members feed, water, and cull the birds in addition to cleaning coops, grading and packaging eggs, and finally selling the eggs.

These members of the 4-H Acorns

As 4-H members and leaders can testify, these boys are "regular guys." They have fun and enjoy all the usual activities of youth. The Acorns are delighted with their new friendships. And other girls and boys have gained real insight in life.—by Ronald F. Aronson, State Club Leader, Connecticut.

## Healing Therapy In Activity

THERE is healing therapy in 4-H dairy club work. Successful activity was undertaken at the State school for the mentally retarded at Nampa, Idaho, by the Canyon County extension staff.

At the suggestion of Earl Cochran, chief of training, and Henry Schoeing, livestock supervisor at the school, the extension staff organized a dairy club. Nine members, of physical age 35 to 42, studied dairy bulletins and selected heifers from the institution's Holstein herd. Eight completed the project, assisted by Bob Crandall, occupational therapist; John Acree, dairyman; and extension leaders.

They developed a real sense of responsibility and each was proud of his heifer's progress, according to Ralph Hart, county agent in charge of 4-H club work.

A show was conducted at the school in July. Hart judged quality and fitting and showing. While presenting prizes, C. M. Carlson, manager of Boise Valley Dairymen's Co-operative Creamery, said, "It is a pleasure to work with boys that show such interest and desire to learn."

Cochran, chief of the training section, said: "For the first time I have a waiting list of boys wanting to be transferred to the dairy barn as a result of 4-H work and the show. After receiving this training one boy went to work on a cattle ranch for the summer. He did a good job and the people were happy with him. He returned this winter and was hired by a veterinarian to assist with calf vaccination."—by Cedric d'Easum, Assistant Editor, Idaho. ■



Marshall County, W. Va., youngsters in the Child Center proudly operate their own 4-H club, complete with officers, meetings, and projects.

improvement, handicraft, sewing, food preparation, and canning.

Nine members attended county camp. They raised most of their own camp fees by a refreshment stand at County 4-H Activity Day. They erected a welcome sign at the shelter entrance as a community project, played in the 4-H softball league, learned program planning, and learned how to conduct a meeting.

Best of all, perhaps, these youth made friends and developed wholesome attitudes.

This year there are 18 members.

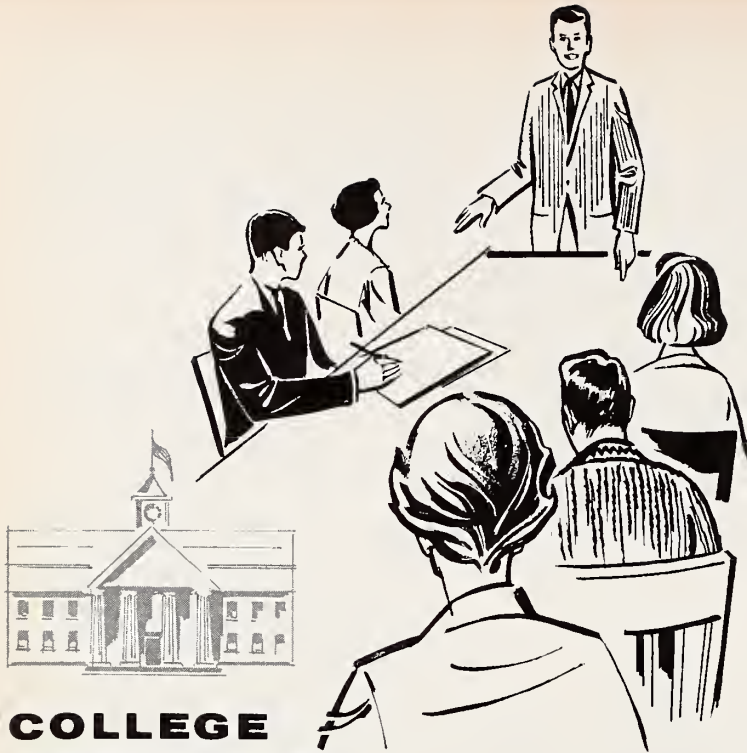
"It is amazing how much these children have learned in 1½ years," say Mr. and Mrs. Rine who lend every effort to see that "their children" have the same opportunities

also have full responsibility for an asparagus patch. Several of the boys go off campus to deliver eggs and asparagus to their regular customers.

Every month the club secretary sends to the 4-H office a typewritten report of meetings and project work. The club met all the State requirements for a charter which it received in 1959. Leader of the group is Paul Farina, recreation director at Oak Hill School.

The Hartford Kiwanis Club provides scholarships for four of the members to attend the State 4-H Junior Leaders Conference. They are represented at many 4-H functions by their talented jazz combo. And they exchange visits to 4-H meetings with other clubs.





## COLLEGE RESOURCES

## BOOST CAREER EXPLORATION

by RICHARD W. HILL, Guernsey County Extension Agent, Ohio

**I**F you were to go back to high school, what would you do differently? What courses would you take? What outside activities would you participate in?

College students, former 4-H club members, face questions like these when they serve on panels at club programs. 4-H'ers quiz them on costs of going to college, social life, what to wear—a variety of questions on what to expect in the future.

This panel of young college students is featured each year at discussions on careers. One of our most successful career exploration activities, this special meeting each year is conducted by the county junior leadership club.

We try to have as many colleges as possible represented on the panel, and we urge younger college students to take part because club members are more likely to remember them.

Meetings are usually informal. Much of the real participation comes

after adjournment as youngsters gather around the panelists to seek off-the-record answers.

Helping children develop into mature persons with attitudes and abilities needed to live satisfying lives seems to be one way of stating the objective of 4-H work. Perhaps one of the most valuable contributions 4-H can offer youngsters is guidance in choosing a career intelligently.

We think it is possible to create interest in careers at the time club members select their projects. With more than 100 projects from which to choose in Ohio, it often is possible for a club member to select projects in several areas in which he might someday want to work.

Each year when discussing project selection with members, parents, and advisors, we point out the possibility of using projects to explore interest areas. We believe this may give club members help which will be valuable to them in the future—help in choosing a worthwhile career.

College Career Days are publicized locally, and often we help arrange transportation to them. These Career Days offer club members, particularly those in high school, opportunity to explore college curricula which will prepare them for various careers. Career Days staged by Ohio State University's College of Agriculture and Home Economics usually include panel discussions by faculty members and upperclassmen and tours of campus facilities.

On one occasion a qualified guidance counselor spoke at a meeting of the county junior leadership club.

On another occasion club discussion was based on the leaflet, *Let's Explore Careers*. This is one of a series used in connection with Ohio's "Teenage Talkover" project. Prepared by Dr. Robert W. McCormick, Ohio Extension's assistant director in training and research, the leaflet is designed to offer young people guidelines in choosing a career. It suggests five types of occupations which club members may consider in exploring their interests: working with things, people, ideas, symbols (such as writing or drawing), and working with beauty (such as music and art).

### *Inherent Influence*

We have no idea what effect 4-H participation has in helping a boy or girl decide on going to college. But we believe it certainly has some.

Some 4-H members appear to make their career choice early in life and stick to it with success. Others do not find the job they like best until long after high school. This would indicate that a good career exploration program for 4-H is one that operates at all times and at all age levels, with perhaps extra concentration at the early high school age.

Perhaps the entire 4-H effort is one of the best career exploration programs. We plan to continue the efforts we have found valuable in the past. And at the same time, we shall be seeking new ways to guide our boys and girls into careers in which they will find satisfaction and happiness. ■

## KNOWLEDGE WHOLESALE

(From page 139)

Despite such outstanding success stories, many of us still resemble itinerant teachers. We should be operating at the county superintendent level! As such, we would be organizers, coordinators, recruiters, and wholesale managers.

This issue of the Review is planned to help us look at our educational job in that way—as coordinators or wholesalers. You will find examples of training schools for health educators, garden center employees, and other groups that have multiplied our reach.

### *All Things To All People?*

Today, as Extension moves into new horizons of program content, serves new clientele, and works with more organizations and agencies, we sometimes hear a plaintive voice—"But we can't be all things to all people;" or "We must be something specific to somebody."

We agree, if the expression means that no one agent can be wise enough and effective enough to serve all needs of all audiences, all the time. But we disagree, and violently, if such clichés are used as a smoke screen of inadequacy behind which we hide because we cannot keep up with people's needs.

Annual plans of work which we read in FES give strong evidence that most State extension services are moving toward more specialized competence in both State and county staffs. This results in greater depth of subject matter and educational service, and it applies all across the field to our work in agriculture, 4-H, home economics, marketing, and resource development programs.

Better trained, better qualified personnel results in better programs. But it also results in demands for more services from a wider range of clientele. This is why we are requested to move into suburban and urban areas. People like and want the kind of help we can give.

Two answers for the question of "all things to all people" are suggested. First, we will have more specialized, knowledgeable staff in

Extension—not less. But these workers may cover more geographic territory in their educational work. And this means doing more knowledge wholesaling to cover their assignment.

Secondly, we must cover a wider range of information and subject matter in order to serve new clientele. But this means we will train more people more specifically to fulfill specific needs. In short, this is, in part, the problem approach to extension education. We will call upon many resources to resolve the complex problems of the more varied audiences to be served.

When you sort and sift the multitudinous volume of requests answered and problems resolved, it's a broad program. When you consider how much information it takes to solve the important problems of people, you see us as a program with depth.

Outmoded horse and buggy personnel, equipped only with low-leverage hand tools, will not be powerful enough to accomplish the tasks ahead. Let's try being knowledge wholesalers. ■

## MARKET MANAGERS

(From page 147)

knowledge, concepts, theories, principles, and research methodology.

Applied Research—designed to provide insight into problems that have both short and long run industry and social implications.

Cooperative Research with individual companies and trade associations—to provide answers to immediate problems that face firms, calling on the research knowledge and broad background of university faculty members and to obtain access to confidential information for case studies.

Insofar as extension programs are concerned, it was felt that the university's resources could best be used to conduct educational programs aimed primarily at the development of individuals as people, helping them expand their conceptual level of understanding. Programs designed to train individuals for specific jobs should be conducted by the companies themselves.

As a result, three extension programs in food wholesaling and retailing are in progress:

**Personal Success Programs.** These

are self-improvement programs for relatively small, homogeneous groups.

The individual and his job are used as the focal point. However, emphasis is placed on the individual and his development rather than on the mechanics of performing his job.

The Personal Success Program for Super Market Managers, meeting every other week, was the first of these; others are being planned.

**Special Seminars.** One or 2 days in length, these seminars use topics of current interest as the focal point. Their purpose is to disseminate research findings and draw attention to current problems.

**Cooperative Company and Trade Association Programs.** It was felt the university's resources should be used, not to conduct company training programs, but to help individual companies implement and improve their own programs. One staff member is currently working with a cooperative food wholesaler in developing an overall training program for their 400 retailer members.

The Personal Success Program for Super Market Managers was developed in cooperation with the Michigan Food Dealers Association, the Michigan Chain Stores Council, and various food chains and wholesalers.

Registration was intentionally kept small to encourage individual participation and discussion. Sixty-four paid registrants attended the two programs and received certificates.

On a 5-point scale, participants rated the overall program—Very good, 48 percent; Good, 50 percent; So-so, 2 percent.

All 64 said the program should be offered again and indicated they would recommend it to a friend.

Top management said the program filled a definite need. They liked the idea of 1-day sessions every other week because it does not interrupt the regular work schedule.

It is my opinion that the Cooperative Extension Service should conduct and sponsor more programs aimed at the individual and his development. Of course, this means going more deeply into subject matter over a longer period of time than usual. Acceptance of the super market program partially substantiates this, and the approach merits experimentation in other areas. ■



# Extending Education to COOPERATIVES

by LEON GAROIAN, Marketing Management Specialist, Oregon

**"THE** Extension Service has been extremely helpful to my department managers and their fieldmen, but this is the first time Extension has provided me with managerial assistance." That was the gist of a statement by a general manager of a large-volume cooperative after we had presented a written analysis of the feasibility of embarking on an egg marketing program for members of his cooperative.

About 30 years ago, Extension had

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*The above example typifies what many State Extension Services are doing today. During the past year, almost half the States conducted one or more similar educational programs with farmer cooperatives. In almost every instance increased wealth to farmers was the result.*

*The county agent was involved more or less directly in several of these analyses. As pointed out, Extension's role in working with farmer owned cooperatives has changed. The educational job of increasing efficiency of operation, management know-how, and providing needed services is the big one.*

*But, county agents can have a role here, too. They have, for example, provided sociological, historical, and area potential information, cornerstone for the analysis.—by Paul O. Mohn, Chief, Marketing Firm Management Branch, Federal Extension Service.*

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helped farmers organize that cooperative. Once since then we helped in its reorganization.

The co-op manager's statement illustrates two points:

(1) Extension cannot revel in past glory. The prevailing concept seems to be, "What have you done for me lately?"

(2) There is growing recognition among executives that a properly staffed Extension Service can make substantial contributions in improving their training and education. As managing becomes a science as well as an art, there is more readiness on the part of executives to learn how to apply the newer management concepts and tools. And educational programs on this level have a direct impact on farmers.

These points serve as the basis for relating some experiences in Extension's educational work with farmer cooperatives.

Extension programs with cooperatives date back to the beginning of Extension in many States. Early emphasis assisted farmers to develop new markets where none previously existed, and to improve markets where farmers were not receiving adequate prices or services.

## Changing Role

Gradually the need for new farmer-business organizations diminished as existing cooperatives expanded services, and proprietary companies grew more sympathetic and responsive to farmers' problems. Attorneys and accountants in the specialized needs of cooperatives and an expanding number of professionals are now available to assist farmers and their cooperatives.

Extension's educational role with

cooperatives has changed as a result of internal and external forces affecting cooperatives.

External forces are those over which a business entity has little control. Changes in technology; the number, size, and functions of competitors; degree of vertical integration of competitors; accepted standards of industry price schedules; and changes in buyer product specifications, terms, and price determination are examples. To remain successful, agricultural businesses must adjust to these external forces; they must be flexible in organizational structure, finances, and personnel.

Often, executives have trouble distinguishing various external forces and determining the relative significance of myriad events in constant change. Extension education can be tremendously effective in this area if educational programs are well formulated and synchronized to the needs of this clientele.

Such programs should be useful in predicting trends and important directions for human considerations, and present alternatives and provide guidelines for administrative consideration.

Outlook provides a typical example of how a traditional extension program may be geared specifically to agricultural business. With some modification, outlook for businesses can be helpful in predicting business trends and in pointing directions.

## Management Assistance

Extension's educational programs relating to issues internal to the cooperative are often more challenging. We refer to programs developed to increase management and director understanding of management functions, improved methods of decision making, organizational and management audits, and operations analysis.

The last two, organization and management audits and operations analysis, are effective teaching techniques. They enable management to experience the application of new economic tools and organizational concepts to their own business. It represents the modern application of the extension demonstration technique.

Our monthly publication—Man-



agement News for Agricultural Business—presents information tailored specifically to executives and directors of agricultural business. This 4-page, multilithed publication was developed to serve three purposes: develop a specific topic in sufficient detail to be educational and useful to our clientele; provide a working reference for managers and directors in a functional area of management; and provide supplementary reading and reference material for our management and director conferences or seminars.

The functional area covered in the first series is financial management and controls. Other areas to be developed include operations, personnel, marketing, and general management.

### Potential Support

These functional areas apply mainly to internal business forces, an area in which Extension has yet to make a significant contribution.

In Oregon, we've found the management seminar effective in reaching top management of agricultural businesses, including cooperatives.

Our 3-day "Planning for Profits" seminar on long-range planning drew 20 managers—all skeptical of what

Extension could do. Since then, we've received requests to repeat "Planning for Profits" to enable other employees from firms attending the first seminar to gain this knowledge. Managers attending "Planning for Profits" have asked for another seminar on another functional area.

The management audit is a potent educational tool in the hands of an experienced extension worker. It enables an outsider to evaluate the effectiveness of existing organizational structures, channels of authority and sources of difficulty, and relationships between directors and managers and between managers and subordinates. The three audits conducted last year resulted in marked internal improvements and are reflected in higher earnings.

Through operations analysis, management gains understanding of analytical methods of evaluating performance. Last year we showed managers and boards of directors of two cooperatives how profits could be enhanced by shifting quantities of products processed. One cooperative changed from \$50,000 loss to \$247,000 earnings in a year.

We're on the threshold of a director education program. The objective is to improve the performance

of directors of cooperatives and proprietary companies.

The program will center mainly in developing better understanding of management functions, and improving the decision-making framework of directors. After testing in Oregon, this program, sponsored by a Federal Extension contract, will be introduced to other States.

Educational work with cooperatives provides opportunities to make significant contributions to farmers' income, if Extension is willing to tool up for the task. To be effective, extension programs must be developed specifically for this business clientele, and be staffed with competent personnel.

Our experience indicates cooperative managers and directors are eager for more extension educational programs. Our mission should be to fulfill this need. ■

## REACHING A MILLION

(From page 141)

Twelve years ago the Division of Parks set aside four acres of land at Nassau County Park for our use to study turfgrass. Plots were established to compare weed and disease control chemicals. Grass variety plots were also established for comparison and to observe the response of fertilizer and lime treatments. These plots are useful in demonstrating good practices for lawn management.

The research program is directed by personnel at Cornell University. Turfgrass and ground cover demonstrations are supervised by local extension staff.

Meetings, tours, and field days are held several times annually to show both research and demonstration plots at Nassau County Park. Plot findings are the basis for revising local recommendations.

This urban program is financed almost entirely from Nassau County appropriations. Less than one percent of the funds come from the U. S. Department of Agriculture.

Frustrations? Yes. But the public is satisfied and seldom misses saying, "Thank you." ■



William R. Titus (center with back to camera) explains steps in making a new lawn at a turfgrass field day for Nassau County homeowners. His discussion group was 1 of 5 operating simultaneously and repeated several times for the 1,200 who registered.



# Putting publications Where People Are

by LYMAN J. NOORDHOFF, Publications Program Leader, Federal Extension Service

ALL of us—agents, specialists, editors—have dozens, even scores of places we can distribute publications efficiently. More places than we may realize.

And they all meet the definition of efficient distribution: to place needed booklets with interested readers on time and at low cost.

Wholesaling, selling, and retailing are your three methods of distribution. Wholesaling means distributing through garden centers, banks, laundromats, factories, feed-seed-fertilizer stores, and the like. Wyoming calls these “self-feeder” places of audience concentration. Like more States are doing, you can sell, either by individual order or in bulk. And we’ve long “retailed” booklets direct from agents to readers.

Two recent decisions give impetus to wholesaling and selling. In his

consumer affairs message to Congress in March, President Kennedy stated he was directing the Postmaster General to display and sell government publications useful to consumers in at least 100 selected post offices as a pilot test. This trial likely will begin this summer.

Secondly, in late April USDA’s Office of General Counsel ruled that States may now sell booklets printed with federal funds. This reverses a 1938 ruling. States have always been able to sell booklets printed from State funds. Sales are allowed from either fund only if State law permits.

For efficient distribution, by whatever method, *remind people often and in many ways of your booklets, and put them where the people are.* Repeated offers, plus easy pickup are both needed.

In a nationwide survey, publica-

tions editors and State distribution officers named scores of old and new distribution places or points. You’ll find 38 named in this article. Your coworkers found these successful.

## Wholesale Distribution

In Bossier, La., (39,000 population) home demonstration agent Patsy R. Alexander emphasizes wholesaling. In a first-time trial during 1961, she distributed about 3,000 copies of 24 titles, mainly to “new customers” with no former Extension contact.

Women picked up the actual booklets in 13 types of stores like dry goods, milk route, grocery, electric co-op, sewing center, and recreation center. Store owners and women both responded favorably. Bulletins carry the agent’s name and address.

Several full-time urban agents in Oregon also are pleased with results from wholesaling. They say merchants welcome the displays.

Bill Corey, Rutland, Vt., county agent, keeps racks filled with 10 appropriate booklets in two garden centers. He reports, “Our garden displays are very successful. Many commercial fieldmen distribute our bulletins during their farm visits.”

Last fall in South Dakota, Miner County Agent Dave Blanchard distributed 400 copies of “Cooking Pheasant” through freezer lockers, hardware stores, and groceries. Placed just before hunting season, in most cases the supply was not enough.

Statewide wholesaling is common, too. Last summer, Georgia marketing specialists helped several city supermarkets promote fresh peaches. Part of the store display was an extension-written booklet to help housewives select peaches. The publications editor writes: “Participating supermarkets reportedly doubled their sales and marketing specialists feel the publication played a vital role in this success.”

In Pennsylvania’s series of five leaflets on dairy cattle breeding efficiency, probably more than half the 120,000 copies were distributed to dairymen by artificial breeding technicians. They picked up their copies from agents. Co-ops paid for printing 40,000 copies of one 4-color folder; Extension paid for a 10,000 reprint.



Two publications are distributed at this exhibit of H. E. Wichers, Washington State rural architecture specialist, to show an easy method of planning a home. A post card size list of 13 available publications with agents’ addresses, goes to all visitors. Attendants give copies of the 8-page 2-color bulletin only to those really interested in the planning method. About 15,000 people have already seen the exhibit.



Pennsylvania also wholesales through seed firms (wholesale and retail), chemical dealers, fertilizer dealers, landscapers, and nurseries.

Missouri dairy plants and co-ops have distributed 44,000 Dairyman's Calendars during 1961 and 1962 and direct-mailed some 100,000 copies of the first eight accompanying folders, one each month, with milk checks.

After successful experience with laundromats, Delaware is trying further "to exploit the idea of distributing booklets in public places." New Jersey editors are helping agents distribute booklets through roadside stands.

South Dakota gained 2,500 more readers at no cost. An electric co-op reprinted an entire fact sheet on drying grain in their monthly magazine to members.

The beautiful thing about cooperation needed in wholesaling is that it spreads. In 1960 Cleveland Kiwanis clubs campaigned with Extension for safe use of power mowers. Members personally delivered 15,000 copies to suburban home owners.

Since then a manufacturer of mowers has asked to reprint the folder to include copies with new mowers. And several counties have conducted safety campaigns through Kiwanis or 4-H.

### ***Selling Methods Increasing***

Selling, the second method, is growing more common. We already sell on a limited scale; we're permitted to sell more widely now by USDA ruling. People are willing to pay, and people's demand for booklets often exceeds our supply.

During the first 5 weeks this spring, North Carolina editors offered Successful Rose Culture for sale. They placed posters with coupons for ordering in 28 garden centers, hardware stores, variety stores, and groceries around Raleigh.

California's yearly sales amount to thousands of dollars, mostly in 15¢ to \$1 items. Sales average about 50¢ with perhaps 95 percent of all sales to individuals. About half the county offices, plus regional offices at Berkeley and Davis, sell booklets.

Georgia encourages bulk sales. Specialists send an information copy of new publications to all industry lead-

ers in that field. These firms in turn usually order a quantity at cost for distribution to dealers, salesmen, and customers. This point-of-sale technique "not only gets the extension message across, it helps sales of proven farm supplies," Georgia reports.

Ohio, Indiana, and Minnesota have sold 2,000 to 8,000 copies in smaller bulk lots to sugar beet processors; electric utilities; water softener dealers; crops, dairy manufacturing, and horticultural firms.

Illinois received about 3,000 requests after a nonfarm periodical listed a booklet for 15¢ per copy. A few years ago a notice in a farm magazine brought in 1,700 orders at \$1 each for a housing publication.

### ***Retailing Direct***

And let's not forget our normal "retailing" direct to readers. North Carolina is "getting excellent results by sprucing up old, tried, and true methods," especially radio-TV. Rhode Island is promoting booklets more and more—with good success—through TV spot announcements.

In King County (Seattle), Wash., bulletins distributed skyrocketed from 37,500 in 1960 to 102,000 in 1961. County Agent Ralph Backstrom and Home Agent Helen Steiner give two reasons: more radio programs plugging bulletins, and greater distribution through garden stores.

As part of Oregon's abundant foods distribution program for needy persons, editors briefly described eight publications on a special list given out at food distribution centers.

"We think individual requests for about 8,000 copies of these bulletins have been a direct result of this experiment," they report. "Most of these are from low-income families with no previous Extension contact."

Distribution at exhibits is another proven method. Copies requested at Wisconsin State Fair have jumped from 17,500 in 1958 to 102,000 in 1961. Orders average 6 or 7 of the 25 booklets offered. People simply write their name and address on the sign-up list and check their choices. There's no attendant at the booth, not even a display of sample publications!

Publications are meant to be read and used. This requires efficient dis-

tribution. In other words, tell people repeatedly of your booklets and make it easy for people to get them.

Your coworkers have told of places or ways they distribute booklets efficiently. We all have these same opportunities to serve people better—more opportunities than we may realize. They're waiting to be used. ■

## **FOOD SERVICE**

*(From page 146)*

subsidized for the first 3 years by the Missouri Restaurant Association. Activities are directed by a Faculty-Industry Advisory Committee, composed of representatives of the university faculty and of interested trade and professional associations and State departments.

### ***Program for the Market***

While determining the educational needs of the market through research, on-campus short courses and field clinics have been conducted. "Food Service Industry Career Guidance Councils" have been formed in two major metropolitan areas to work with the local school systems in providing adult vocational level food production employee training. Resource material for these courses was furnished by the specialist. He also has conducted workshops and educational meetings for local associations, worked with food service firms in consultation and in management case studies, and prepared extension circulars and bulletins on food service operating problems.

Plans for the future include extension of the clinic presentations throughout the State, preparation of resource material for advanced and supervisory courses to be offered through the public school system, teacher training to extend the skill level courses throughout the State, and additional publications on food service management problems, including the results of the case studies in the restaurant, hotel, hospital, and school lunch fields.

Through educational efforts with these people, Extension can reach out to a much broader audience and contribute to the well-being of entire communities. ■





Montana's Mobile Campus will transport visual explanation of the college's services to residents all over the State. The map (center) shows location of services of Montana State College; under the

loudspeakers (for messages to crowds outside) is a shaded screen for showing motion pictures and slide programs.

# EXHIBIT TRAILER Spreads the Good Word

by LOUIS G. TRUE, Assistant Director of Information, Montana

To bring the instruction, research, and extension services closer to the people it serves, Montana State College has developed the MSC Mobile Campus. The Mobile Campus is almost a college on wheels—a trailer filled with displays.

Few people take the time to visit their State college to find out about its services. The Mobile Campus, being taken to all sections of the State, will bring the college to the people.

The trailer was selected because it is a different means of communication, has attractive displays, and presents MSC services rather dramatically. Successful experiences with similar displays in special trains years ago stimulated interest in the Mobile Campus.

## *All-College Planning*

The MSC Alumni association was interested enough to buy the house trailer; the college obtained a surplus truck. The Cooperative Extension Service is responsible for taking the Mobile Campus to the people.

An all-college committee had the job of getting the trailer ready for the road. They decided to use the trailer to commemorate two historic events—the centennials of the founding of the U. S. Department of Agriculture and the Land-Grant Colleges.

A second purpose was to picture MSC as it is today. Displays now in the trailer illustrate how MSC contributes to the social and economic development of Montana and reaches into most homes, chiefly through the Cooperative Extension Service.

The displays will remain the same throughout 1962. However, there is some flexibility to fit different audiences. The automatic color slide series and motion pictures can be changed to fit various audiences, such as livestock producers, grain growers, chambers of commerce, or high school groups interested in career information.

When the mobile campus reaches a town, taped music from outside loud speakers announces that it is ready for visitors.

The outside of the trailer is dominated by a large map of Montana showing the location and names of all 56 counties. Behind the map, a series of lights illustrate the statewide campus of MSC. One set of lights locates the county extension offices; another pinpoints affiliated hospitals. A third set locates branch experiment stations and the fourth shows high schools which cooperate with the MSC teacher training program.

A huge "M" on a rectangular mount, projecting from the wall and emphasized by a blue spotlight, is the first exhibit inside the trailer. The "M" symbolizes Montana and the caption describes people as the State's most valuable resource.

Next is a series of four free forms raised from the background. They describe the land-grant college in terms of students and faculty, buildings and facilities, instruction and research. They point out that these are dedicated to the social and economic development of Montana.

Each of the forms is done on plastics of different colors emphasized by flashing back lights. The same design is repeated in the displays.

The "M" panel is flanked on one side by the U. S. Department of Agriculture Centennial display. On the other side, higher education prior to 1862 is contrasted with the land-grant idea under the heading, "Why Land-Grant Colleges?"



Each display has some attention-getting device. On a 10-sided drum, for example, each flat portion has a picture that comes into view as the drum turns horizontally. Another attention-getter is an intricate appearing frequency comparator developed by Montronics Inc., a local industry conceived by MSC.

Another display pictures a process developed by MSC to make a high protein animal feed, industrial starch, and syrup from barley, a surplus Montana crop. A bottle of barley syrup with a plunger to spray a few drops for tasting is part of this display.

In one display the photos are recessed, while the frame projects from the panel to give a three-dimensional effect. In another display attention is stimulated by brilliant 4 x 5 color slides with strong back-lighting. Another display has a taped program synchronized with color slides.

Some photos are mounted conventionally. Others are lifted from the background by pegs or octagonal supports. Still others achieve a three dimensional effect through tilting.

The historama is one continuous picture on a moving belt. Sketches in colored ink, colored chalk, and colored pencils picture important eras in Montana's development.

Numerous campus people, interested in the Mobile Campus, offered suggestions for the displays as they were being developed. Many of them were used. Fred Sanford, artist for the Office of Information, developed the ideas.

### *Potential Impact*

Those who have gone through the trailer have been quite complimentary. They range from thank you's "for bringing the MSC Mobile Campus to us," to expressions of surprise at the many services MSC offers. Many marvelled that MSC is responsible for the development of new industries and new job opportunities for youth.

The Mobile Campus is booked through all of 1962. Attendance has averaged about 200 at each showing.

The committee members in charge of developing the trailer see many future uses. They visualize future displays devoted to such things as

research in agricultural products utilization, possibly to display work of MSC art students and other Montana artists, soil fertility, crop improvement, and an endless list of agricultural and other services of MSC. ■

## **FINANCIAL FACTS**

*(From page 143)*

State awards were made to local winners at the annual banquet of the Deaf Smith County Chamber of Commerce. First-place themes in the three grade-level divisions were read and the national award was presented at a special recognition meeting of the Hereford Rotary Club.

Thrift talks are planned for a junior high assembly, featuring 4-H members of the committee.

Perhaps the most unusual assignment in the series was that of Loreta Fowler, assistant county home demonstration agent. Asked to give a program on money management at the Parkview Parent-Teachers meeting, she discovered that she was featured speaker at graduation exercises for the elementary school. Her subject was, "Family Economics."

Home Demonstration Club women trained in "Money Management" trained girls in four 4-H club groups.

Success of the committee is attributed to securing qualified, interested persons to serve on it. Every effort is made to provide them material and training. A number of resource persons have discussed the county situation, helped make plans, and helped in carrying out and evaluating the program.

It is difficult to measure results from the work of this committee. However, the work has become widely known over much of the State.

The committee members have made talks to over 100 groups. Two groups of young homemakers have been organized and have had at least eight programs each on "Money Management."

The committee plans to continue stressing the availability of the Speakers Bureau. All possible news coverage, making talks available, and a regular radio program are on the agenda. ■

## **WITH GROUPS**

*(From page 140)*

duct the training which is primarily concerned with the use of credit for agricultural development and maintenance. The group is given the newest developments in agricultural and home economic practices.

The Farmers Home Administration has asked for help in keeping their county personnel up-to-date on the latest subject matter in agriculture and family living. Our subject matter specialists do this training in a series of district meetings. Of course, these groups cooperate with and strongly support Extension in other programs.

Because Arkansas is primarily rural, the rural minister plays an important part in the social and economic development of the State. Extension works with these people as a group and often as individuals at the county and community level. An annual conference sponsored by the University of Arkansas brings these ministers to the campus where rural social and economic problems are discussed. This group has been extremely helpful to Extension.

This year we are working with civic clubs and federated organizations to tell the Centennial story of the USDA and the land-grant colleges. The university developed a series of slides telling the important role that the University of Arkansas has played in the development of the State. The series also points out what is currently being done through the various schools and divisions and points to needs and expanded programs for the future.

Sent to each county extension office in March, the series has been shown more than 206 times to more than 7,000 people. It comes complete with a script and a tape recording of the script. When agents are not available the clubs show it themselves.

Working with and through groups has brought us, by and large, to where we are today in Extension. Through these groups we have been able to truly "wholesale" information, which has been of invaluable help in improving family living and the farmer's situation. ■





## FARM RECREATION POTENTIAL



SOME of the values of rural life that farmers often take for granted have been "discovered" as a potential source of income. Providing farm vacations and other outdoor recreation for city dwellers is a fast-growing business. It can provide added income for individual farmers, and—in turn—for the entire rural community.

This new, virtually untapped resource, is challenging Extension to help farmers and communities explore the possibilities, organize, and serve their new clientele.

### *Plan in Pennsylvania*

Recently, Wyoming and Susquehanna Counties' RAD committees formed a joint subcommittee to investigate the possibilities of expanding the farm vacation business. With the aid of Penn State Extension Service, they surveyed the interest farmers had in entering this business.

A total of 166 surveys were returned. Of these, 92 farmers indicated they were interested in learning more about the farm vacation business.

All those indicating an interest were invited to a meeting on May 21. The Wyoming County Agent moderated a panel of four farmers from

the two counties who had been in the business. The audience sent written questions to the panel, and problems of insurance, activities, facilities, etc., were discussed.

The RAD agent gave a breakdown of information needed and presented an outline of the same information with the addresses of the local Tourist Promotion Agency (TPA), the (Pa.) Department of Commerce TPA, and the address of a New York TPA handling farm vacations on a nationwide basis.

The New York and local TPA were given time on the program. Both will inspect farms before advertising.

Fourteen families signed up with the New York company for 1963 inspection, and 38 requested inspection by the local TPA. More requests are being received daily, according to John W. Bergstrom, RAD Coordinator.

The fact that most people vacation close to home prompted Ohio's Rural Sociology Specialist John B. Mitchell to send a letter and supporting information to agents in Ohio's unglaciated counties.

"Here is information you may wish to use in your Resource Development program: 70 percent of U. S. tourists

take their vacations within 200 miles of their home. Your county is within easy driving distance of more than 10 million people who make good money in large, crowded cities.

"Income of an area does not have to rely solely on manufacturing employment. Money can roll in on wheels if facilities and services are provided. Your area has a built-in advantage over the rest of the State in terms of its scenic beauty. Why not emphasize this strong point?"

### *A New Challenge*

Possibilities vary widely. But many farmers are discovering new sources of income in providing farm vacations. Vacationers may live-in with the family or camp out on the farm—in some cases they participate in the farm work. Other farmers are interested in developing hunting or fishing for-a-fee.

To help farmers and communities explore income-producing recreational enterprises, what's required, and the profit potential; to provide educational assistance on the thousand-and-one new problems they'll encounter—these are some of Extension's new challenges. ■